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REMARKS  
ON  
EDUCATION

47. 1340.







REMARKS  
ON  
E D U C A T I O N  
IN 1847.

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DEDICATED, BY PERMISSION,  
TO  
THE QUEEN  
AND TO  
THE PRINCE CONSORT.



BY  
THE HON. AMELIA MURRAY.

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"Truth is power" would be less liable to misapprehension and  
misapplication than "Knowledge is power."—ANON.

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## REMARKS ON EDUCATION.

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### CHAPTER I.

“ In education never take the word for the deed.—*ANON.*”

THE word *obedience*, might, as suggested by a friend, be substituted for that of “Truth”, on the Title page—for it is a great truth, that as in Natural Philosophy, all power is gained by obeying the laws of Nature, so in regard to the moral world “we can do nothing of ourselves”—we must in all things wait upon the will of God—and if we disobey a great physical law, in the first years of life, sooner or later we shall suffer for our disobedience—“Knowledge (with obedience) is Power.” About five-and-thirty years since a child of six years of age was the pride of his family, and the marvel of strangers, from his precocious knowledge of scientific matters—that child grew up a narrow-minded, stolid, dull man—here was “knowledge” without “obedience.”



Education advances with each month of existence—the only question is, when and how to make use of the means which ultimately aid its progress. For above thirty years there has been great, although unintentional, misdirection of these means, not only with regard to the working classes, but in the highest and in every class of society. Languages, as nature points out, can be most easily attained by infants; but other acquirements if made at the cost of tears during the first seven years of life, are worse than useless—they are detrimental.

No reasonable being is angry with a kitten for not making use of its eyes before it can see—and yet I have frequently known the most affectionate parents treat their darlings with less consideration than that of purring mothers for their young cats. Experienced physicians tell us, the brain is not a perfect instrument before seven years of age. Why then set it to work in an imperfect state? The cleverest children are often most averse to the mechanism of learning before they understand the use of it—but the tool which a watchmaker uses is not the watch itself. It once happened (at the beginning of all these mistakes) that an anxious

mother asked Mrs. Barbauld, at what age she should begin to teach her child to read? "I should much prefer that a child should not be able to read before five years of age," was the reply. "Why, then, have you written books for children of three?" "Because, if young mamas will be over busy, they had better teach in a good way than in a bad one." I have known clever precocious children at three years dunces at twelve, and dunces at six particularly clever at sixteen. One of the most popular authoresses of the present day could not read when she was seven.—Her mother was rather uncomfortable about it, but said, that as every body did learn to read with opportunity, she supposed her child would do so at last. By eighteen this apparently slow genius paid the heavy but inevitable debts of her father from the profits of her first work, and before thirty, had published thirty volumes! A well known, and voluminous political writer was never taught to read, and acquired that art without knowing the names of the letters. A clever sensible Scotch grandmother made him early her companion, and in due time read to him from her large Bible every morning. After a while his attention was attracted to the characters, and

he was curious to know how such marks were made to *speak*; in one fortnight he was able to read a chapter—but when sent to school, he could not be induced to learn by rote, and was flogged for his stupidity and blockheadism. But although he could not be whipped into Latin and Greek, being left to learn after his own fashion he soon made himself master of these languages, and afterwards acquired French, German, Spanish, and Italian, with the greatest ease. I have actually seen cases where little girls before seven were made to weep over lessons in music. Alas! for the early association of tears with music!—by way too of producing harmonious results in after life.

It is a curious fact, that during these experimental thirty years, exceedingly good notions have been tortured into exceedingly bad practice. Infant schools, admirable in themselves, if made safe nurseries where children can be amused, kept happy, clean, obedient, and educated according to their years—these have been occasionally turned into forcing houses where young brains are strained and excited, till they are rather prepared for the Hospital and Lunatic Asylum than for useful exertion in life. Sunday Schools, (good and useful where

no better means can be found for training neglected children to habits of reverence and love) have been made to desecrate the Sabbath by their hours of toil and gloom, and their stifling atmosphere. It once happened that an amiable woman, who worked hard during the greater part of her own Sabbath in the vocation of Sunday-school teaching, spoke with all intentional kindness and anxious feeling to a rebellious intelligent little girl—"My dear, I hope you will never be naughty again—try to be good, child, and when you die you will go to Heaven, and there, my dear, every day will be like Sunday." "Oh! my lady, that will be *very dull*." And who can be surprised at this answer? The child came to school at nine o'clock, spelt over the Bible or the Catechism till eleven—was taken to morning service afterwards—sent home, perhaps a mile or two, possibly wet through—hurried over her frugal meal—was ordered back to go to church again at half-past two or three o'clock—then returned to school to be stuffed a second time, or it might be scolded—taught theology and learning beyond her age, or excited by the false motive of emulation to supplant her sister or her neighbour in the class, instead of being won to Christ and to religion.

through love and happiness and charity. Can such a system as this yield good results?

If Sunday Schools are to be advantageous, no child or teacher should be allowed to work in them beyond two hours in the day. One hour in the morning of every day *excepting* Sunday, properly made use of during three months only, has been found sufficient time for teaching a commonly intelligent girl of eleven years her religious duties, with reading and writing enough to enable her afterwards to write a perfectly legible though not a perfectly well spelt letter\*—and it is a fact that in the case of a Sunday school once got up for two hours in the day, during six months, in a wild country village, people were found thirty years after, capable of reading their Bible who had received no other instruction—but as these schools are usually conducted, hardly a Sabbath hour is spared during which the hard working, daily labouring father can enjoy his children's society—children over-worked—Teachers over-worked—Clergy over-worked—and this upon the holy day of rest!

The education of the middling orders has fallen less within the sphere of my observation and experience than that of the highest and the

\* See Appendix, p. 94.

working classes—but it may be asserted and admitted that showy acquirements have been its aim and object, rather than solid information, industrious habits, and simplicity of manners.

I would next remark that in the education of children, the objects we must keep in view are,

1st, To establish good principles ;

2nd, To form good habits ;

3rd, To give good tastes.

The latter point is too apt to be overlooked.

The greatest difficulty we have to contend with in attempting a better system of education for the working classes, is the difficulty of finding fit teachers. Under present circumstances, we may, perhaps, be led to seek them, not so much among those trained to the mechanism of school-rooms, as from among people of intelligent minds and industrious habits, who have themselves felt the evils of the usual uninteresting mechanical process of instruction. The qualifications to be sought should be, good religious principles—fondness for children and for their society—a simple, warm, and open disposition—calmness of temper—a rational, plain understanding—love of information—industrious, orderly habits—a fair knowledge of reading, writing, arithmetic, &c. ; and to these

should be added, if possible, some acquaintance with agriculture and gardening, a voice for singing, and a correct ear. This experiment has been made ; for individuals so selected have been tried, and found fully capable.

The active, busy, curious, imitative minds of children are not wholesomely occupied in the generality of schools ; for there pupils are crowded together in a bad atmosphere—are not often allowed to stir from their seats, and see little but dead walls—besides, the mistaken motives for exertion chiefly presented to them, are a love of superiority and a desire of supplanting their neighbour. Let us, on the contrary, afford good air, active occupation, and interesting information. Let us banish emulation as the leading motive, and promote love and good will. There need be no fear for the result of such an experiment.

When we observe schools, there is one test of good or ill management which will hardly fail us.

We may always doubt the advantageous training of a place of education, where there exists among the children no general harmony and mutual affection, no desire of assisting one another, no kindness or protection afforded by

the elder and stronger to the young and weak. —The *mind* of a child is never idle. This fact must be kept constantly in view by a teacher. It is his most important business to furnish the minds of his pupils with useful thoughts and employment. To effect this, he must himself be constantly actuated by Christian principles; he must present for their imitation in his own conduct, a model of kindness and activity; he must deal with his children as with reasonable beings, and they will soon learn to value and to appreciate his example, particularly if he endeavours, at the same time, to gratify their inclinations for innocent enjoyment, to impress upon their hearts thankfulness to their Creator, love towards each other, not merely the words, but the spirit of the Gospel, and a conviction that they must look to the Saviour for example, precept, forgiveness, and reconciliation.

It is less an object to store the memory of children with words, than to lead them to assist in the work of their own improvement.

Those occupations which are essential to their subsistence may be made one of the means of their education.

“The labour of the husbandman depends  
“upon the favour of heaven; he therefore is



“habituated to implore its assistance; and  
“though it is a life of hope, which is often dis-  
“appointed, he learns to submit, and thus is  
“trained to piety and resignation.

“If he is industrious and temperate, he will  
“be successful, and interest itself leads to the  
“exercise of those virtues which ensure his  
“welfare.”

But it must be repeated, that an endeavour to teach habits of industry and to give good tastes will have little effect without example: here, again, imitation must be exercised; for this reason, it would be necessary that every master and mistress should not only have the power of giving work and amusement in the field, the garden, the house, or workshop, but that they themselves should take a share in such occupations with their pupils.

The child who is obliged to labour hard may submit to force, but he will seldom like such employment, unless he sees the master he loves and respects, practically engaged in and taking his turn of the labour he enforces; then will that obedience be readily yielded to example, which precept alone would hardly command.

It would, perhaps, be well if the youth of all schools were classed after the practice which

was followed by the Children's Friend Society—according to character and conduct, not acquirements, excepting as far as mere book teaching is concerned. If a child can be made good and industrious, he will readily seek information, provided it be not given in a tedious, unpalatable shape. Books, writing, arithmetic, &c. &c. should be the relaxation not the labour of our national and workhouse schools. One principle must be kept in view—the association of pleasurable feelings with all kinds of employment. Employment, of whatever nature, should therefore be made as cheerful and agreeable as possible—no unnecessary fatigue or pain should attend the occupation. It should, if practicable, be accompanied with some gratification of the social feelings, as well as of the desire of esteem and approbation, and of the religious sentiments. It should also be of a kind in which some progress can be made, by the ingenuity and perseverance of the workman, as such progress is attended with a feeling of satisfaction. Punishment will never form habits of industry, whether it be “bread without butter,” or “clothing of lindsey wolsey,” as we have heard proposed. The privation or degradation may be disliked for the moment, but there its

efficiency will end. It is an appeal to the fear of personal evil only, and is not calculated to form or strengthen any association of industry with happiness in the mind of the subject of such discipline. The high moral feeling of doing right because *it is* right, is to be looked for as the consequence of that association, and will rarely, if ever, precede it.

We have reason to fear plans of degradation, because, whilst humility is a most important virtue, and one which should be carefully cultivated, yet the greatest care is necessary to avoid a discouraged and desponding state of mind—a state, it should be remarked, which peculiarly conduces to sin and temptation. Much of what is considered naughtiness in children arises from physical causes, and it requires great art and judgment to apply the remedy physically, as well as intellectually.

As respects rewards and punishments, the example of Providence in dealing with human nature must be our best and safest guide. The more simply this is followed in regard to the consequences of any action, good or bad, the more efficacious will the result be. For instance, the child who takes pains and improves in reading, should receive a pretty or interesting

book ; a boy or girl, dirty and careless of their clothes, must wear old things, or, upon showing signs of amendment, may be rewarded with a new coat or gown. An industrious needlewoman may have a bright thimble ; a good gardener or carpenter, a useful tool, &c. &c. ; so if a child will not earn its dinner, let the food given to it be less. By observation of children, it will soon be found that it is the moral feeling of gratification or remorse which rewards them best, or affects them most, not the intrinsic value of the article bestowed or withheld. Solitary confinement, mildly administered, and represented to the culprit as an opportunity for consideration and repentance, should be the extent of punishment. After eight years of age, blows should never be resorted to ; and even before that age, the cases are rare in which they prove salutary. A few instances, certainly, have been known in my experience, when a smart touch of the rod inflicted upon a child, with calmness and regret, as a help to its yet feeble powers of self-control, has appeared to make a strong and lasting impression ; but we should be sorry to advocate the necessity, at any age, of corporal punishment. It will be an advantage if the instructor, at times, is capable

of conversing with his children mildly and affectionately, upon the merits and defects of their own characters.

There is much reason to think that the manner of instruction pursued in infant schools might be adopted, with good effect, for older children and more advanced minds. At any rate, the benches of schools of the latter description might be so arranged that all could, occasionally, sit together and receive oral instruction from their master. Of course there must be classes also; but details must depend much upon the talents and acquirements of those who superintend.

The basis of education should be a practical endeavour to impart religious sympathy, to make children sensible that every part of our conduct towards them is influenced by a remembrance of our responsibility towards Heaven; yet the books made use of in our daily schools for the working classes are often too *exclusively* religious: more variety of subject might be introduced with advantage; but to limit religious instruction to the Sunday (as has been suggested), is surely to mistake what religious instruction is. If religion is to be the rule of life, if it is to be our guide, not only *in* church but *out*

of church, then surely its ministrations are not to be confined to the hallowed day of rest, but should infuse a purer and higher spirit into the hours devoted to labour, acquirement, or recreation: "diligent in business, fervent in spirit serving the Lord."

"Man proposes and God disposes," so it has pleased the Almighty disposer of events, in some degree to counteract our thoughtlessness and indolence and want of Christian love—but have we not been disputing about the *form of the walls*, within which the growing multitudes of the nation should be gathered together to worship, while we are bringing up these multitudes in tempers, and habits, and knowledge, which unfit them for any other worship but the worship of self? The object of the school-master has hitherto been like that of Moses to legislate, not that of Jesus Christ to spiritualize;

"Feed my lambs:"—"Feed my sheep."

The lambs are perishing—the sheep are starving—starving for lack of the crumbs which fall from our loaded intellectual tables,—and *we* are Christians?

Heedless Christians we are—faithless disciples of a loving Master—Christians in name but not in spirit:—

“The lambs are perishing—  
and *we* who think ourselves religious, who  
suppose ourselves Christians—who call our-  
selves devoted servants of the Saviour who died  
for us,—are pampering our party spirit—are  
disputing over the cross—wrangling about *words*  
and *books* and paintings and garments!—

“As we sow so shall we reap;—  
“We are sowing the wind, shall we marvel if  
we reap the whirlwind?”

## CHAPTER II.

“ Evil communications corrupt good manners..”

*St. Paul to the Corinthians.*

THE Children's Friend Society was instituted in 1830 for the education and reformation of destitute and delinquent children. In 1833 it was found so difficult to place these children in service, according to the plan first proposed in England, and so much disappointment resulted from their return to former associations, that experiments in juvenile emigration were made in Canada, New Brunswick, Swan River, and King George's Sound. It was, however, ultimately determined to confine their embarkation to the Cape. Committees of influential gentlemen were formed in that colony, who entered into the most judicious and liberal arrangements for the purpose of co-operation with the Managing Committee in this country, and a legislative guardianship for the children at the Cape was formed under the protection of the then Governor, the active and benevolent Sir Benjamin D'Urban. The observations and details which will be



found in the next chapter were selected and arranged from a journal kept by the late Charles Forss, and were originally printed in 1835, with a dedication to the Duchess of Kent, and Princess Victoria. The powers of reflection and observation which they evince render them not unworthy of attention, and those who remember the working and the practical results of the school to which they refer, will be glad that so clear and practical a statement of the management pursued in it, has been preserved.

Charles Forss was not educated or trained with the view of becoming a schoolmaster ; he was the eldest son of a respectable yeoman and carpenter in Dorsetshire who had never been out of his native county, till his benevolent feelings being excited he was induced to accede to a proposal, that he should assist in the reformation and training of delinquent and destitute boys at Hackney Wick. He afterwards settled in New Brunswick as a farmer, and as protector of forty boys, who accompanied him there ; but the climate proved too severe for his constitution, and he died in 1845. A public outcry, fostered and encouraged by part of the daily press, destroyed the Children's Friend Society in 1842. A Friend was requested to ask Theodore

Hook for what reason his paper joined in the attack, his answer was—"Oh, I care nothing about the Society; but it is a very pretty cry, and you know such things are useful to us sometimes."—After this we cannot be surprised at Theodore Hook's maxim, "that 3s. 6d. is at the bottom of all human motives." The general belief in London, at this time, was, that the object of this Society was to sell children abroad for slaves! At the period of its dissolution forty girls, in the Asylum at Chiswick, had been prepared for emigration, with the view of removing them from the danger of a return to evil associates here; but the popular feeling had been so excited against the plan, that it was found impossible to put it into practice. Every pains was therefore taken to place the poor girls advantageously out in England; but the results were anything but satisfactory, and it is believed that nearly all were again inveigled into bad habits. One case shall be mentioned as illustrative of the dangers which beset them. A mother and daughter were sentenced to imprisonment for theft, before a fortnight of the term had elapsed the former died suddenly in her cell. Mr. Chesterton wrote to state the circumstances of her child, only twelve years of

age. A pardon was granted, and she was removed to the Victoria Asylum, at Chiswick. She was amenable to discipline, improved gradually, and at the end of three years volunteered to go abroad. There was every reasonable hope of her well doing, if the emigration plan could be effected; but as it became out of the question, great pains were taken to find a respectable woman to whom she could be apprenticed; a straw-bonnet maker, at Hammersmith, was selected. At first the girl appeared happy and contented in her new situation; but she was sent out on a message and unfortunately fell in with some old acquaintance belonging to a low house in Kensington, which it was afterwards discovered her mother frequented. These people persuaded her, in the course of a few days, to run away from her mistress and join them. Through the police her haunt was sought out, and she was again taken back to the Asylum. Every exertion was made to recover the salutary influence which had existed before her departure; but neither the chaplain, or the ladies, or the matron, to whom she had before appeared much attached, could now touch feelings which had so rapidly become callous and immoveable. Mrs. Fry was entreated to exercise her mar-

vellous persuasion, and kindly went down to the Asylum on purpose ; but after a long interview, even she was baffled : the girl remained doggedly determined to take her bundle and depart. She was kept in a week to no purpose, and it is difficult to forget the sad painful impression which was left upon the minds of those assembled for the last time, at Chiswick, to make one more effort in favour of this unhappy child—all was in vain. Blinded by demoniac influence—deaf to the voice of persuasion—she determined to walk forth alone, and to cast away in half unconsciousness the protection of the roof which had sheltered, and the care of the friends who would have saved her.

## CHAPTER III.

**PRACTICAL REMARKS ON THE EDUCATION OF THE WORKING CLASSES, WITH AN ACCOUNT OF THE PLAN THAT WAS PURSUED UNDER THE SUPERINTENDENCE OF THE CHILDREN'S FRIEND SOCIETY, AT THE BRENTON ASYLUM, HACKNEY WICK, ETC.**

"The true end of education is to invite the individual to seek happiness by the means which will diffuse it."—ANON.

NOTHING is more needful at the present time than a good system of education for the working classes. Schools we have, but they are not all they ought to be, and every true lover of Christian philanthropy should come forward and cast in his mite to promote the great work of improvement. The welfare of the Church, and the peace and happiness of society at large, call loudly for it. Could I but give one small hint, or be in any way of service towards so worthy an undertaking, I should feel myself highly gratified.

If education above all things tends to form a bond of society, surely that reason alone should be sufficient to induce all benevolent and well disposed persons to assist its progress and spread its benefits over the world; but, as yet, in villages, in the agricultural districts, and even in the great towns, the most gross ignorance prevails. It is my humble opinion that we shall never see a well-working system of universal education, for the humbler classes, until it is taken under the care and support of the government.

Many plans have been laid down by benevolent individuals, such as Lord Chichester, Mr. Allen of Lindfield, Mr. Fellenberg, at Hofwyl in Switzerland, and the Founders of the late Asylum at Hackney, of which I am prepared to speak more fully hereafter. Now these are all very good as local establishments, but what we want is a universal system.

I believe the plans to be laid down for towns, and for manufacturing districts, should be different from those for agricultural situations. In towns employment for boys is scarce; they are generally in the streets till fourteen or fifteen years of age, and during that time they obtain bad and idle habits, and in the manufactories

children are too much confined; now it would be very desirable in such cases also, to connect gardening with education, although it should not be attended with immediate profit; if the manager could clear his expenses on an average he should be content,—the benefit to the employed would be great. In the first place, it would be a means of keeping them healthy; secondly, it would lead them to habits of industry which cannot be too early instilled; and, thirdly, it would keep them out of the way of temptation. Many of the degraded beings that are to be found in the above localities owe their misery to want of employment in the early part of their lives. In the small villages the case is different: there you may see children with a spade or with a hoe, assisting their parents in the field or garden at an early age; a good evening school is most wanted in those places, or I should say, a good Infant School for the day, and a school for youth in the evenings. With the little experience I have had, I conclude that boys will learn to read and write as soon by giving them three or four hours of manual labour, as by keeping them all day at school.

In the country villages, when a boy arrives at the age of eight or nine years, he is able

partly to maintain himself by scaring birds or driving the team, so that he must learn to read and write by evening tuition, or in the Sunday school.

It is too frequently the case, that village schoolmasters employ a great part of their time in managing parish business: you may frequently find them employed as deputy overseers, land surveyors, &c. ; but their whole attention ought to be devoted to the management of their schools ; their salaries should be sufficient for their maintenance, and they should be under a bond to their employers, not to serve in any office, or in any way interfere in other business.

Persons are not equally fitted for training children : every teacher should be well versed in human nature, and study the various dispositions and inclinations of youth, and know how to curb with gentle firmness the propensities of those who are yet strangers to self-control. Fear should never be made the ruling passion : young people should be carefully taught to act from higher motives and principles than those of fear and restraint ; but in the first place they must learn submission to their master, or he will not be able to teach them anything. The master



must be particularly careful at all times to maintain his authority, and make them obedient to his commands. Not only their temporal prosperity but their eternal welfare, in a great measure, depends on those who have the forming of their youthful minds ; the greatest care must be taken to set them good examples, and to encourage their diligence and perseverance. Idleness is the bane of the youthful mind. One great failing in the schools of the present day, I believe, is a neglect of real education. By teaching a boy reading and writing, and these alone, you *may* only do him an injury ; if you go so far it is highly necessary you should go still further. I do not think it necessary to teach the dead languages ; but *every* boy should be taught the principles of Religion, the outlines of Geography, Astronomy, Geometry, English Grammar, Algebra, &c. ; all of which might be conveyed in short lectures, and rendered as simple as possible so as to set him thinking ; and this in the way of amusement rather than tasks ; and if you can succeed in gaining his attention in this manner, it will do more towards bringing his mind into something like a healthy tone, than any task that can be given to him. When you have once succeeded in drawing his

thoughts to such subjects, his conversation will in general turn upon them, thus setting others to the better employment of their leisure hours in seeking for information. To assist in doing so, a select *lending library* is desirable, treating on the above-mentioned sciences, and also upon Mechanics, Agriculture, Gardening, Botany, Modelling, &c., which would do much to check the prevailing propensity for cards and other gambling amusements; in short, to give a new tone to the taste and manners of the working classes. It will require all the energy and benevolence of the higher ranks of society, together with the assistance of the Government, to establish proper schools for teaching, not only reading and writing, but also for giving the youth proper training, and then for placing suitable books within their reach.

I have endeavoured to make myself acquainted with the various modes of instruction practised in the different schools. I have paid great attention to the manner of communicating useful knowledge, and not only to the method of conveying it, but also the practical working of that knowledge and to the effect it has produced. Manual labour and moral training give an impulse to industrious habits which is not

easily given without them. I have carefully watched the influence such training has had on some of the most degraded of society. I have known instances of boys that have been six or seven years at certain schools, and have come out every thing that was bad, who after the short space of six months passed in our Asylum, have gone abroad with a good character, and have proved a credit both to themselves and their masters. Therefore, I conclude that any system of education unconnected with manual labour is yet imperfect ; and I believe this to be the opinion of most experienced people. As the mind is contracted by idleness, so it is expanded by industry.

The Brenton Asylum, at Hackney Wick, was established about six years, and the experiment proved highly satisfactory to those benevolent individuals whose energy and charity were the means of carrying it into effect. The regulations laid down were excellent: violent corrections of any description were forbidden ; and I flatter myself proofs have been given that discipline can be maintained better without corporal punishments than with them. A boy that is kept from doing wrong by fear of the rod, I reckon to be a poor degraded animal, but one

degree above the brute, and his treatment in many respects must be the same. If a mule refuses to go the way his master wishes him he is beat, but I doubt whether beating answers even with the mule. I have found kindness and gentle persuasion do more than coercion; flog a boy and tell him it is for his good, and he will not believe you; but treat him like a rational being, shew him his faults, and explain the sad consequences if he persists in them, and he will then reflect and call reason to his assistance. I think every one who knows how the boys were managed, will say that they had not seen better discipline in any of the schools on the old thrashing system; yet I can conscientiously state I have not known a single instance in the school of a boy receiving a blow from his masters. In extreme cases of wilful error, solitary confinement for a few hours was the most severe punishment resorted to, and it hardly ever failed of success. When a boy did wrong, if the fault was observed by or known to the master, he took him privately aside and reprov'd or admonished as the case required. If the fault was committed publicly, then he was publicly reprov'd, in presence of all the boys; but they were forbidden to mention his

fault to him afterwards, and it was quite rare for one boy to taunt another with his offence. In minor offences, a small deprivation of animal food was sufficient to prevent their repetition. When a boy was put into solitary confinement, he was frequently visited by the master, who told him he was placed alone that he might have an opportunity of reflecting on his past conduct, and as soon as he shewed signs of contrition, he was kindly advised and liberated: to keep him longer would only have served to harden him. When a new comer was admitted into the Asylum, the whole of the boys were assembled in the school-room, and the stranger was introduced in the following manner:—

“Now you boys are to live together as one  
“large family, many of you are without a father  
“or mother, the Society who receive you here  
“stand in the place of parents to you, the only  
“means you will have of shewing your gratitude  
“for their kindness, is by your future good con-  
“duct; the Committee, after mature delibera-  
“tion, have drawn up regulations by which this  
“establishment is to be guided; for the infor-  
“mation of every boy these rules are read, and  
“you will be expected to comply with them.  
“These boys you must consider as brothers,

“and I am sure they will be kind to you and  
“take a pleasure in making you acquainted with  
“our rules.” A little affectionate advice is  
then given to all present, which concludes the  
ceremony.

It is surprising what attachments were formed  
between some of these boys, attachments that I  
have no doubt in many instances will continue  
during after life.

The lasting influence of our discipline is ap-  
parent in the characters of those who have been  
provided with situations ; all of whom, with very  
few exceptions, are doing well, and give satis-  
faction to their employers : indeed the success of  
that Institution far exceeded my most sanguine  
expectations. Boys who came in the most de-  
plorable condition, have gone away a credit to  
themselves and to the Society. The manner in  
which reformation was brought about with so  
much certainty, and with such speedy results,  
may be partly known by the division of time  
and the system of classification according to  
moral conduct, and not according to progress  
in learning.

#### *Division of Time and Employment.*

In summer, the boys rise a quarter before six,  
at the blowing of a whistle—half an hour is al-

lowed for dressing and washing; at a quarter past six the whistle is again blown for their assembling in the school-room, where they form a line; their names being called over, they are inspected by the monitors, a portion of Scripture is read by the Master, concluding with prayers, the whole occupying half an hour. From a quarter before seven to eight they go through the school routine: 1st, the commandments; 2d, reading; 3d, spelling; 4th, writing, inspected by the master. At eight the whistle calls them to form a line in front of the mess-room ready for breakfast: they are then inspected by the master, to ensure cleanliness and the proper state of their clothing. At a quarter past eight the master gives the word to form double line to the right; they then enter the room two at a time, one going up one side of the table, and one the other: a blessing is asked by one of the boys appointed for that purpose, and all sit down; not a voice is to be heard during the meal, except from the boys in attendance; if any thing is wanted by a boy, he puts up his hand and is immediately attended to. At a quarter before nine the word "arise" is given by the master; all arise together; and at the word "attend," a boy appears and returns

thanks. "Turn" is called by the master, all turn, and then "go," and they leave the table the same way they came in.

At nine the whistle is sounded for them to assemble under the different monitors with their spades and pickaxes, and they are dispersed by the master to their different stations in the field.

They work till twelve, when the whistle is sounded to clean spades and repair to their line. They are then marched to the play-shed, where every boy has a place for his spade, numbered as the spade. Afterwards they wash, get to their line, and are again inspected by the master. At half-past twelve they form double line to go to dinner, as to breakfast. At one o'clock they are dismissed from the table in the same order, and proceed, some to the school-room, where an excellent select library is open to them, under the care of a boy appointed for that purpose, and some to the play-ground, where they amuse themselves at different games, such as trap-ball, cricket, flying the garter, &c., under the inspection of a master, who pays particular attention to see that nothing is practised in the shape of gambling. At two o'clock, the whistle sounds for them to get their tools and proceed to their



line, and then they are taken by the monitors in regular order to the field.

They work till five o'clock, when they are called to their line as at twelve, marched in and required to hang their spades on the nails as before; they wash, and at half-past five are called to their line for tea. The master takes this opportunity of inspecting them and pointing out and reproving any little careless faults they may have committed. At a quarter before six they form double line and proceed to the table as before, at a quarter-past six they are dismissed and allowed a quarter of an hour for recreation, at half-past six they are called to the school-room where they are formed into into classes, and commence by singing the arithmetical tables, whilst their books are giving out by the first boy in each class; they then read and spell, go through the different tables, work their sums, and answer some questions in mental arithmetic.

At eight the names are called over and every boy required to be present. The master then gives them an affectionate address on the proceedings of the day, reads to them a portion of scripture, concluding with prayers; at half-past eight all retire to the dormitory, each boy to his

respective hammock, and the master maintains silence. Two of the monitors act in regular turns as watchmen to assist him. They remain up till all the others appear to be asleep. The master inspects at irregular hours during the night to see that all is right. A lamp is kept burning to prevent confusion; each boy has a separate hammock arranged in a single line with a free passage at the feet. In fine weather half an hour is employed in hanging out the bedding and taking it in. Each boy has his number on his bedding, and on his bag which is hung at the head of his hammock. Half an hour is employed three days in the week in bathing and in teaching them to swim, and one evening in the week an hour is employed in giving them a simple lecture, and in questioning them on the outlines of geography, geometry, and astronomy, and on agriculture, manufactures, &c.

The Saturday afternoon is employed in mending clothes, cleaning shoes, and seeing they have right numbers. All the different articles are entered in a book opposite the boys' names, and the master with the book in his hand calls over the articles and carefully marks any deficiency.

*Classification.*

The boys are classed according to their moral character, and not according to extent of acquirement. The classes are marked A, B, C. The A class has a sub-division; each class has a monitor, and the first boy in class A, is called a general monitor: in school they are placed according to their acquirements, as, Bible class, Testament class, monosyllable class, spelling class, writing class, and so on, and of course there are then some monitors, who at other times cease to act in that capacity.

The first division of class A, are boys who are able to read and write, and whose moral habits are so good as to fit them to be recommended to a situation, or to be apprenticed the first opportunity. The second division are those whose moral character is good, but whose acquirements are not sufficient for them to be placed out. Class B, are those who endeavour to do right generally, and whose faults proceed from carelessness rather than from any vicious propensity; and class C, consists of those who are still bad, and seem determined to do wrong.

The monitors are chosen from class A, as all

are who hold offices, viz., the cook and his mate, whose duties are to cook and serve up all the meals, and to keep the kitchen in proper order; the porter, whose office is to attend the gate and the dining-room, to take care of, and keep clean the knives and forks, the tables and forms, as well as the dining-room, and to wait at dinner; the school-boy, whose office it is to clean and take care of the bed-rooms, of the school-room and library. The first division of class A, are also allowed to keep the keys of minor importance, to accompany the master to town occasionally, and to go to town on errands, to manage the cow and the pigs, to have access to the library and to the maps, to serve as jurymen, and to have their word taken on all occasions, &c.; and they are so sensible of the importance of the confidence placed in them, that a breach of trust seldom happens.

When a boy is admitted, he is placed at the bottom of class B. A journal of conduct for every half day is kept by the master, and the names are regulated every Tuesday; if a boy's conduct is generally good, he gradually rises to class A; if bad, he sinks into class C, who are always distinguished by sitting at the bottom of the table, and being allowed no privileges what-

ever: and such is the effect of this system of classification, that it rarely happens for a boy to remain in C class longer than a fortnight.

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In this Institution the boys were taught to do every thing themselves with the strictest economy: they grew their own vegetables, cooked their own food, washed and mended their clothes, and did, in fact, all the work that was required on the premises—bricklaying, plastering, carpenters' work, &c. &c. The master often told them they must try to better their condition by industry and make themselves useful to society by employing their time in honest labour; that they must never tell a falsehood, nor use bad words. The good results were far beyond what could have been expected: although fresh boys were continually admitted, yet it was very rare to hear a bad word being used.

If a poor neglected boy should so far forget himself, his companions would instantly report him to the master. The master always having them under his eye during the play-hours had an excellent effect: there a boy's real character is easily ascertained. According to my own observations, you may, by making it your study, and by watching him unnoticed during play-hours,

judge of a boy's character in one hour better than by a month's inspection during the time of labour and schooling.

Some boys, being naturally cautious and reserved, might deceive a person for a length of time, whilst conscious of being under restraint; but, during the time of play, they are thrown off their guard, and you see them in their true colours.

The intention in establishing this Society, called the "Children's Friend Society," was originally to reclaim the neglected and destitute children that infest the streets of the metropolis, and to find employment for them after they had given proof of their reformation. Means of emigration to the Colonies were afforded, and comfortable situations, either as servants or apprentices, were there provided for them.

The success of the experiment attracted the notice of some respectable persons, who, owing to their being reduced in circumstances, and unable to pay the high premium required for apprentices at home, gladly availed themselves of the opportunity afforded by this Society of providing for their boys: and some of the parishes sensible of the advantage to the youths so provided for, humanely allowed their boys to

volunteer. It must be gratifying to every philanthropic person to know that many boys were placed in good situations, with every prospect of becoming respectable members of society, who, without the aid of this Charity, would in all probability have been doomed to spend their lives in the workhouses, or perhaps would have been sent out of the country as felons.

The boys received into the Asylum were divided into four classes, viz.—first class, boys of respectable parents reduced in circumstances, and orphans of ditto; second class, boys neglected and deserted by their parents, having gained a living in the streets; third class, boys from workhouses who, possessing an unsettled or enterprising spirit, volunteered to emigrate; fourth, boys from the houses of correction, who, upon shewing signs of penitence, excited the sympathy of some persons who exerted themselves to get them admitted into the Asylum on the expiration of their imprisonment.

Of the first-class boys, I found those who had been trained to habits of industry readily fell in with our rules and give us no trouble; whilst some who had been bred up in idleness and extravagance, and who had had their

heads filled with notions that were never likely to be realized, were the most useless animals in existence; they were dissatisfied with the accommodations and always hankering after sweetmeats, fruit, &c. Work was at first out of the question with them, they could not think of disgracing themselves by digging. Some were so idle that they would not even wash themselves. Now it takes some time before a boy of this description can be brought to believe that the only way to be happy is to be industrious; but I rejoice in being able to say, that in many instances reformation has been produced, and boys, seemingly hopeless on their admission, have left with a good character, and are going on well in the situations that have been provided for them.

The second-class boys; those who had been early neglected or deserted by their relations, or who had been enticed by evil disposed persons to gain a precarious living in the streets; now boys of this description have claimed my particular observation; in nine cases out of ten they are active, intelligent, and useful, if young, but when of the age of sixteen or seventeen, I find them so confirmed in cunning and bad habits, that it is difficult to be of any use to them; yet were I to take boys from the Asylum into my



own service, I should give the preference to the younger boys of this second class, before those of the other three classes, for although care and labour is required to train them, yet they possess a quick sense of kindness, with an activity that amply repays any trouble taken with them.

(N. B.—The matron of the female school has given the same opinion, even as respects the girls.)—*Editor*.

Third class, or those from workhouses. Of this class I scarcely know how to give an opinion ; but, from what I have observed, I am led to conclude that the character of a boy chiefly depends on the mode of management pursued in the particular house from which he comes ; at one time I thought that workhouse boys were the very dregs of society, scarcely worthy of the name of human beings, and that a workhouse or a prison was the only fit sphere for them ; but, in the course of experience, I am led to retract my former views, and I do not hesitate to say that, if I were told a number of boys were about to be sent to such an Asylum from the different workhouses, I could decide, nearly with certainty, that from some houses we should receive good boys, from some moderate, and from certain ones *decidedly* bad. There

may be exceptions, but taking the generality of boys, I have seldom been deceived in my conclusions. In some workhouses, there is a class of paupers who have been hanging about them for two or three generations, and who are so entirely void of any sense of independence, that to be idle is the height of their ambition. The boys having access and intercourse with adults of this description is a serious evil: where this is allowed, I find them tutored in every description of cunning and deceit, dishonesty, lying, and idleness. In those workhouses where the boys are allowed no access to adults, their character is better. The boys from the former are quite broken spirited, and so much hardened by beating, that nothing but coercion seems to make any impression on them. From the latter they possess an open countenance, and they are more cheerful and obedient.

The boys in the fourth class, were, generally, gone too far in crime to be reformed very rapidly. The connexions they had formed during the time of imprisonment, had so contaminated their minds, that their countenances, alone, betrayed them to a practised observer. Their propensity to cheating, thieving, gambling, and all dishonest practices, exceeded be-

lief; yet the only hope of reforming such is by kind treatment, good examples, and keeping them out of the way of temptation.

There is another class of boys that have come under my notice, my remarks on which I shall sum up as briefly as possible. The boys received from the Orphan and some other Asylums. In my humble opinion, the system of training pursued in those establishments is not the most calculated to promote the welfare of the children in after life. I generally find them well versed in reading, writing, and arithmetic, but without industrious habits. If they have clothes to put on, and food set ready for them, they will look no further: in short, they are indolent and useless.

The mode of treatment was the same for all the different classes. On the entrance of a boy into the Asylum, he was told he was expected to earn his dinner before he ate it, and that when placed out in service the same thing would be required of him, as no one would behave so injuriously to him as to keep him in idleness. Tasks were assigned in the field, according to the experience and ability of each boy. The master instructed them, and was particularly careful not to require too much; at

first, he gave them an easy task, and increased it a little every day. If a boy was behind the others, the master sometimes assisted him in his work as a help, but not so often as to induce him to idle his time, under the hope of having it done for him.

I think it will not be denied, by the most prejudiced, that much good has been done by the Children's Friend Society; upwards of five hundred children have been already provided with the means of getting an honest livelihood; the Society was advancing in patronage and magnitude, and I think its objects were truly deserving the warmest support. Its plans could have been extended by branch schools; yet they could hardly be introduced universally, one main feature being, that the master had the boys *entirely* under his care. Whenever the parents of the children are allowed to interfere, their interference is attended with evil consequences, and, therefore, it is possible that corporal punishments cannot be entirely dispensed with in day-schools; but, if you introduce flogging at all, it is difficult to lay down rules how far it should be allowed. Some masters are not at all fit to be entrusted with such a power. I know that in most of our

national schools vice is punished wherever it is discovered ; but this is far from being sufficient, unless young people are, at the same time, taught to form a right judgment of things. Unless truth, justice, and sobriety are early implanted in the mind of the young, it will be in vain to look for the growth of correct principles.

In short, nothing is more wanting in our parochial schools, than that masters should use the same care in cultivating the minds and habits of their scholars, as they use in teaching them to read and write. As Mr. Locke says, “ a man “ must have a very strange value for words, “ when he prefers the languages of the Greeks “ and Romans to the instruction which made “ them such brave men.”

I fully concur with Mr. Duppa, on this point, in his pamphlet on the education of the peasantry. Speaking of those who, without any discrimination or regard to the necessities of individuals, would push instruction to its utmost bounds, he justly observes, “ A healthy “ tone of mind must first exist, before the good “ to be found in books can be selected and “ relished.” This depends on the character and abilities of the parents, as well as upon

those of the schoolmaster; for a knowledge of human nature should be looked for in the choice of a master in preference to mere book learning.

Great care is required in treating religious subjects; upon these the basis of education must rest: but the best form of sound words, repeated as a daily task, soon becomes a mere sound of words, and ceases to impress either the intellect or the heart. I have seen boys thrashed, for not committing to memory sacred truths, till they have cursed both their lessons and their master. The consequence which followed from this was, that the boys were turned out of school as unmanageable.

I have known boys, once able to say the whole Catechism, who, on returning to the school after three months' absence, could scarcely repeat a sentence.

Although I do not deny that corporal punishments cannot be entirely dispensed with in day schools, still, the less frequently they are resorted to the better. Thrashing a boy, to make him learn, is not a good plan; in fact, harsh treatment, of any kind, produces a feeling between the master and boys that ought never to exist. Our blessed Saviour

adapted his precepts and doctrines to the capacity of his auditors, though they had arrived at manhood : does not this example teach us, that religious exercises for children should bear the most engaging aspect ? I have known instances of boys being able to repeat whole chapters, and answer almost any question out of the Bible, while their moral character too plainly indicated that committing sacred truths to the memory does not influence the heart, when slavish fears, weariness, and disgust, are the prevailing accompaniments.

The impression made on my mind, by a scene which was acted during the time I was in a school, (conducted on the national system,) has always remained fresh on my memory. The boys were once standing in semicircular form, the master in the front, with the Catechism in one hand and the cane in the other, his usual custom ; on asking one of the boys a question that he could not answer, he caned him. The boy instantly made use of the most horrid curses and imprecations possible to be uttered. The master grew enraged — a fight ensued between him and the boy — after a struggle, the master was turned out of the room, and the door was fastened against him ;

the next day the boy was formally dismissed from the school, but the effect produced was, that the master entirely lost his authority, and was often rebelled against afterwards; the infliction of chastisement requires great prudence, and a happy command of temper.

I have found by experience that youth, in general, may be induced to do any thing you wish, by kind treatment, but severity arouses the evil propensities, and hardens them into opposition; when a master is continually beating the children, such treatment leads them to consider him their enemy, and not their friend.

In my humble opinion, few persons undergo more anxiety, or meet with more provocation, than those who have a number of boys to teach and govern, but much, very much depends on the management of the *temper*. Nothing is more calculated to lessen authority than to appear angry at every trifling fault a child commits. A master should always make it a rule to prevent, rather than punish. I have often felt grieved at being obliged to reprove a boy, for committing a fault, when my presence would have prevented its commission.

Vice, immorality, and wilful mischief, require punishment, but regard should always be had



to the nature and disposition of the child. On boys of a meek and tender disposition an expression of displeasure will have the desired effect; sometimes, I have found a frowning look to be quite sufficient, whilst those of a more malignant disposition, require to be spoken to very sharply at the time, and afterwards to be taken privately aside and admonished, in a friendly manner.

But, above every thing, a master must be careful to set a good example, as boys readily and naturally imbibe the spirit of their tutor, and run into a similitude of mind and manners with him. I have often felt myself reproved, by hearing a boy make use of provincial terms, that I have thoughtlessly uttered in his presence. Our Lord, himself, taught his disciples to consider Him as their pattern, and to walk in His perfect path. Again, I call upon the instructors of youth to look at His great example.

I consider that a boy would think it absurd for a master to correct him for swearing or lying, if he were guilty of the same practices himself. It requires the most diligent care, on the part of the master, to shew perfect justice in all his actions.

A master should always preserve the strictest

impartiality between one boy and another. Partiality discourages those who are slighted, and, in nine cases out of ten, ruins the favourite; it sows the seed of jealousy, anger, discord, and malice. Perhaps no one can help feeling a partiality to one boy more than to another; but if they are unable to prevent the feelings of their hearts, the expression thereof is certainly in their power, and both policy and justice forbid ill-judged distinctions.

If we only look around us and see the present mode of bringing up children, can we be surprised at the profligacy of our youth? The blind affection of parents is, generally, a source of more vexation to its objects, even in childhood, (setting aside its future baneful consequences,) than those children are acquainted with who are under the control of rational parents.

It is a practice highly to be condemned, in many mothers, that of allowing their children, of eight or nine years of age, 2s. or 3s. and, in some instances, I have known 4s. per week pocket money, and if a child is to be sent on an errand, or required to assist its parents, buying that assistance with entreaties and bribes. If the fond parent would reflect for a

moment, and consider the pernicious effects of this system, she would not ruin her child.

The system pursued in some of the work-houses, of sending out their youths, as errand boys, &c. at 5s. per week, allowing them 2d. per shilling, as spending money, to induce them to keep their places, is evil. I know that many of the governors and overseers possess the best feelings towards the unfortunate children, but the system is a mistaken one; I should wish them to have every indulgence consistent with their station at present, and their prospects in future life; but to bring them up in idleness, I repeat, is the greatest cruelty that can be inflicted, the smart of it they will feel during life. A splendid palace-looking house is provided for them, their food cooked and placed before them, and clothes put on their backs, without the least effort of their own, and, for all this, none shall persuade me that they are as happy as the boys, who lived in a homely building, assisted in providing their own maintenance, and learned the chief duties which man, as a rational creature, owes to man. School employments, at the same time, going on as cheerfully and contentedly as possible.

In 1835 there were one hundred and fifty boys inmates of the Asylum, the greater part of whom were under fourteen years of age. Attached to the Asylum were ten acres of land. The live stock on which consisted of one cow, four pigs, and some rabbits, all well managed, and that without the least bribery or flogging. Who would not rather take an apprentice, after such useful training, than have them from breaking stones, or picking oakum, in a workhouse?

I hope, ere long, that every workhouse will have an agricultural school of its own, the advantages, I consider, would be very great. The situation selected should be waste land, or land at present of little value, but capable of improvement; at first, one acre of land to every ten boys, I consider would be sufficient; but after that quantity is brought into working order, (which would take at least three years to accomplish upon a moderate soil), an addition might be made every year. Great care must be taken not to attempt impossibilities, I mean not to cultivate more land than you can find support for. At least a fourth part of the farm should be manured every year; for this purpose it would be advisable to keep as many cows

and pigs as convenient, to save all slops from the washing sheds, &c., and to collect weeds and other vegetable substances.

The land belonging to the Asylum was of the worst description, chiefly a sandy, burning gravel. It had been some years in grass, and the little that grew on it was generally cut and carried away, a system of management that had quite impoverished it. In 1833, part of it was trenched by the boys, two spades deep, and afterwards sown, part in flax, part in potatoes, and part in turnips. The potatoes and turnips, being sown in the high part, were a very sorry crop; the flax, being sown on the best land, turned out a middling crop, but not good. During the winter the land was dug, some of it twice, and some of it three times, and ridged up, and sown in season, part in hemp, flax, and potatoes. £10. worth of manure being put with the seed, the potatoes answered very well; the flax appeared very promising at first, but was much damaged by the heavy rains. In June, 1833, the produce of the land was £31; in 1834, £77. 3s. 10d.

During the winter of 1834, it was ridged up as fast as the crop of cabbages came off, and

some part of it was well manured with pond mud ; and in April, 1835, was mostly cropped, and in good condition.

I believe the trenching of land, by boys, is better than regular labour, owing to their breaking and mixing it more finely ; but the cropping of it is different, boys are not so well calculated for that part as experienced workmen ; this would succeed better if the boys had received some previous instruction, but they came into the Asylum totally ignorant of agriculture, and did not remain throughout one season of management, always emigrating before the work came round the second time. I here cannot help remarking my gratification at seeing an attempt to unite agriculture, both in theory and practice, with a system of education on scientific principles, in a school at Ealing Grove ; something of this kind has long been wanted, the subject is a very important one, for, indeed, the wealth, strength, and prosperity of this nation greatly depends on it. Husbandry can come to no higher state of perfection than the knowledge of those engaged in it will permit, and I have no doubt that, if schools are established, like the one at Ealing, on scientific and judicious principles, good effects will be produced in every part of the kingdom.

## CHAPTER IV.

ACCOUNT OF SOME OF THE BOYS THAT WERE  
TRAINED AT HACKNEY WICK :

BY THE LATE C. FORSS.



JAMES M. was admitted to the Asylum the first week in January, 1834—he had been wandering about the streets of London for six months before—he stated himself to be sixteen years of age. The day after his admission I took him into the field to work at trenching with twenty-two other boys. He worked very well for the first hour, and then said he would do no more, as he should be paid for what he did if he were anywhere else—he then began to abuse the general monitor. On my remonstrating with him, he turned his abuse on me, and said he did not care about obeying any master, as he was determined to leave the Asylum next day, and that he should bring his brother from the city to thrash me. I took him away, and told him he must go in, upon which

he lifted his spade to strike me ; I caught hold of it, wrested it from him, and then placed him in solitary confinement. After being there four hours he begged to be liberated. I took him out, and spoke to him in a manner that appeared to make some impression. The next day he went cheerfully to his work; and upon one of the boys shewing some inclination to disobedience, I overheard him advise him to mind what he was about, as it would not do to be stubborn here. From that moment M. was industrious, civil, and obedient, so much so, that on the 23d he was appointed general monitor, and continued in that situation up to the 14th of March, when he embarked for Cape Town, with twenty boys under his care. His general character was firm and determined, with a strong sense of justice, and I believe he left the Asylum with deep feelings of gratitude at the age of seventeen. Apprenticed to S. Pruce, Blacksmith, Cape Town.

WILLIAM T. was admitted into the Asylum on the 9th of October, 1833 ; his mother had sent him to school up to that time, but he had formed connexions with bad boys in the streets, and had become so hardened in vice, that his



mother was quite afraid of him; and on that account procured his admission into the Asylum: for two months his case appeared almost hopeless, but great pains was taken to bring him to a sense of duty; he was several times in solitary confinement for short periods. Before his mother's death, of cholera, I was happy in being able to report to her a decided improvement in her son's character; he was grieved at her loss, and became an industrious and useful lad. On the 14th of March, 1834, he embarked for the Cape of Good Hope, where he was apprenticed to P. L. Cloete, as farm servant.

GEORGE M. was admitted 1834, having a father and mother living; he had been three years at school, afterwards worked at a printer's for five shillings a week, but was sent away on suspicion of having stolen a knife. In consequence of the separation of his father and mother, the latter went to service, and George was sent to St. Clement Danes' Workhouse; he was put to work by the parish, earning five shillings a week, of which he was allowed two-pence per shilling, or ten-pence per week spending money. After this the gentleman with whom his mother lived took him as an errand

boy ; he remained there about four months, and was then admitted into the Asylum. He was once fourteen days in Cold Bath Fields Prison, committed by Mr. Roe, with five other boys, for wilfully cutting to pieces some bed mattresses at the Workhouse. When he first came to the Asylum, his character was marked by a strong propensity to prevarication and cunning, but I am happy to say he improved so much during his stay, that I have strong hopes of his permanent reformation. He could read and write well, and was quite a proficient in mental arithmetic. Embarked for Quebec, April 9, 1835.

**EVIDENCE**  
**OF THE**  
**MATRON OF THE FEMALE ASYLUM,**  
**BEFORE THE**  
*Select Committee on Gaols in the House of Lords.*

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**Mrs. REBECCA BOURHILL** is called in, and examined.

You are at the head of the Royal Victoria Asylum?

I am; the Victoria Asylum, or Female Institution, belonging to the Children's Friend Society.

The house is at Chiswick?

It is.

Have the goodness to state to the Committee what are the objects of the Society.

The principal objects of the Society are to reform criminal children; to educate and train them, when neglected and destitute, in the principles of religion and morality, and to make them good domestic servants. For this last purpose their work is changed each week.

We appoint the whole of them to different employments every Monday morning : we put two into the largest bed-room, two into the second, and so on. Those girls who are chamber-maids this week, we make kitchen-maids the next week ; the next week we put them into the laundry, and afterwards they will go to the dairy ; so that they have an opportunity of learning the different branches of domestic work. A great part of the morning is employed in domestic affairs, and all are in school in the afternoon, except those detained in the work of the house. We have fifty-five in the Asylum just now, and have but one servant. The children make clothes for themselves, and wash for themselves.

What is the age of the youngest child now in the Institution ?

Nine, and the eldest fourteen ; besides which we have two of twenty and sixteen, whose sisters went out to the Cape, and have conducted themselves so well that the committees here have consented that these two older girls should be received to be sent to their sisters. They are going out under the protection of Mr. Phillips, one of the committee at Graham's Town ; they are only waiting until the time is fixed for sail-

ing. The Ladies' Committee, I believe, intend to send out a party of younger ones at the same time with them, as there are ladies going out who will be likely to superintend them during the voyage.

Are they sent out to the Cape to be employed as servants there?

Yes; and the time for sending them is according to the improvement they make; if they are fit to go out soon, and their moral conduct is correct, we send them soon, but they must first volunteer to go.

Have any of those sent out been found guilty of committing any offence?

I have not heard of any one having committed an offence after being with us, but many before. One little girl came to us in her punishment clothes, having been convicted of stealing her mistress's trinkets, but I have every reason to hope she will now go on well. We had a little girl, about a month ago, from Union Hall, who had been guilty of a serious theft and of drinking.

What was her age?

Eleven years old. She is going on remarkably well; she has not committed a single fault since she came to the Asylum. I talked to her the

night she came, and endeavoured to shew the impropriety of her conduct; we have kept a watch over her, and have not discovered a single impropriety.

Your practice is to send them to the Cape?

To the Cape, to Canada, and some girls were sent by the Society, with Sir James and Lady Stirling, to Swan River, before the Female Asylum was opened. We shipped fifteen on the 13th of last December, for the Cape, and one for Canada.

Are they usually selected from children of the poorer classes?

Generally, but we have had exceptions; we had three daughters from a family that formerly kept their carriage, and were reduced by the improper conduct of their father; they turned out remarkably well, and are gone to the Cape.

Are any of them children who have been brought up ill, engaged in criminal habits?

Yes, the majority are of that description.

Do you find that your system reforms them?

Yes; we had one girl from St. Saviour's Workhouse, who was very vicious: she bit a piece out of one of her companion's shoulders, just after she came; she was then a very bad girl, a thief, and much given to falsehood. She

turned out so particularly well, that I petitioned the Ladies' and Gentlemen's Committees to leave her longer, as an example to the others, but it was thought advisable to send her to the Cape. She was with us seven months.

Do you ever take them from the gaols after they have undergone their sentences?

We are always ready to receive such, but it is difficult to say how many we have had, because that fact is not willingly mentioned by them. We have now four from Tothill Fields under those circumstances, who all give promise of doing well. I am quite confident that the mode of discipline the ladies have adopted is the best for softening the heart, and doing good to the children; that was my system of discipline before the Victoria Asylum was established. We have no punishment but solitary confinement for short periods, and lessening of food. The frequent visits and admonitions of the ladies have an excellent effect.

Does it require any recommendation to obtain admission to your Asylum?

It requires £12. 10s. to place a child there, or from parishes 4s. a week, and ten pounds upon embarkation; the £12. 10s. includes the passage money and outfit. There is no further

charge when they arrive at the Cape; the Committee there watches over them till twenty-one years of age.

Is there any specific age at which you send them abroad?

No; the Committee abroad prefer them young before their habits are fully formed; but we have them from the age of nine to fourteen, and do not send any out till we are satisfied that their conduct is such as will give satisfaction.

You may send one out immediately after she has been received into your Institution?

No, we never do that; the shortest period they must be in the Institution is three months; but we think future exceptions possible, provided a girl comes of excellent character, and properly qualified, it may be desirable not to pass by the first advantageous offer for sending her to service.

Are they sure on their arrival at the Cape to be provided for?

Yes, we never send one out till the Committee there sends the number which is wanted; the numbers are fixed at the Cape or elsewhere. After they are settled in situations, members of the guardian Committees visit them at times, and if any mistress or master does not treat an



apprentice kindly, it is examined into, and they are removed to another situation.

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**Mr. CHARLES FORSS's examination.**

You are one of the masters of the male department of the Children's Friend Society?

I am.

Where is your establishment?

At Hackney Wick.

How many boys have you in it at present?

One hundred and twenty-four.

What is the age of the youngest?

About seven.

What is the age of the oldest?

Between fifteen and sixteen.

When you think them fit, the Committee send them out to the Cape of Good Hope?

Yes, to the Cape and other places.

Upon the same principle that the females of the Society are sent out?

Yes.

Have you any boys now under your charge that have been in prison?

We have several.

Can you state the offences which they had committed?

I do not know their offences; two who were sent by the Lord Mayor from the mansion house, had been in prison before.

Have you reformed any of those that have been sent to you from the prisons?

Yes, several; we have had several who have been in Newgate, and some in Brixton House of Correction: they have gone out with good characters.

They have been sent abroad?

Yes.

What is your system? do you put those boys that you take from the gaols with the other boys?

Yes, altogether. They are classed in three classes; they come in in class B, and if their conduct is good they rise to class A; if their conduct is bad they sink to class C, and remain there till their behaviour is better.

Do you whip them if they behave ill?

No; if they behave ill they remain in class C till the end of the month.

What are your punishments?

If their conduct is bad we keep them from six to twelve hours in solitary confinement.

Do you ever whip them ?

No, we never use a rod.

Do you not fear that those children that have been in gaol should contaminate the other children ?

No, we are constantly with them, they have no opportunity of being by themselves.

How many sleep together in a room ?

They all sleep in one room ; there is a division in the room.

Who sleeps in the room with them ?

I sleep in a part of the room ; they are all under the care of a monitor. Each class is divided into divisions, there are about twenty in each division, under a monitor, and one boy who is a general monitor.

Had any of the boys who came to you from gaol received any education ?

Yes, some of them ; one is just gone to Canada who had been educated.

Had he received any education before he came to you ?

Yes, he had been some years at school.

You are prepared to say that the system you follow has had the effect of reforming those boys who have been in gaol ?

Decidedly, I think it has.

Do you find that solitary confinement has a very powerful effect ?

Yes, very great. Those boys who have come from prison have been the worst to reform we have had.

Do you stop their supper for any offence they commit ?

They sit at different tables ; and when a boy has committed an offence he is sent to the lower table, and there the messes are smaller, those being the little boys : the first time he does anything he should not, wilfully, he is sent to the lower table ; if he offends again he is sent to the C class : there are very few in the C class. There are monitors in the field as well as the rooms.

You teach them to become agricultural servants ?

Yes ; they have four hours in the school and six hours in the field.

## LETTERS

FROM

YOUTHFUL EMIGRANTS.

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To the Matron of the Royal Victoria Asylum.

Graham's Town, Cape of Good Hope, 13th of April.

MADAM,

I take my pen to write these few lines, hoping that you are well, and all the girls are well, and doing well. I arrived at Graham's Town quite safe, and I am doing well, but I was first at the Cape, and then my mistress's mamma was very kind to me, and also the young ladies: I have seen all the girls and they are doing pretty well, but Mary N. had one place she did not like at all, so she went away, and now she has got another where she must work at her needle, and clean the house, and do what she is told, and she gets her money every month, and her sister is living with a lady that keeps a school, and she is doing very well. If you please, madam, let me know about my

sister and brother, and I hope they are doing very well ; Charlotte and Mary Collings are living with a very nice lady ; I hope Elizabeth and Jessy are doing well. Now I will tell you about the Caffres—they are as black as can be, they wear nothing but a skin, even the king of them wears the same, only when they come out to town. My mistress has got two nice little girls, so those were the only two I had to play with on board of ship ; my mistress and master are very kind to me, I do not think I could get a better than they. Now here at Graham's Town is the most of the English people, and many are coming back again. There is not any of the girls here but Mary Stewart that is with Mrs. Selwyn. The Cape is a very nice place, every thing is much cheaper than in London. Give my compliments to the Ladies' Committee, and I hope they are doing very well ; I would be most happy to hear of you all at home.

I still remain,

Your humble servant,

MARGARET T——T.

This child came from St. James's Parish Workhouse.

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March 29, 1834.

DEAR MOTHER,

We cast anchor in Algoa Bay on the 7th of December, 1833, and arrived at Graham's Town on the 22nd. I like the place very well, and every thing is very cheap; the beef is one penny a pound, the mutton one penny farthing a pound, and the horses are sold very cheap, some are sold for twelve or thirteen shillings, some for one hundred dollars; you can get a goat for ten pence; in short, every thing is cheap. Will you tell Mrs. Colins that I have not seen Joseph, for is he sent to Cape Town, and master told me to tell you to come over as soon as you can, for you can be cook and house-keeper, with dress making, and Father can be a groom and stone mason. There is plenty of fruit, and I am very comfortable; my master is a doctor, and I can get books to read if I want them. I have plenty to eat and drink, and there are churches and chapels in Graham's Town, the same as there are in England and at Portsmouth: we run aground, and we had very bad meat, and if you please send me an answer back, for I wish to know how you are; direct it to Dr. Atherstone, Graham's Town.

Your affectionate Son,

WILLIAM STONE.

Mr. Atherstone acquaints Mr. Stone, that if he feels disposed to leave England, he cannot find a better spot in the world than Southern Africa for emigration; any honest industrious man and woman who may come out, will be sure to find immediate employment and good wages. Should Mr. Stone and his wife wish to accept the solicitation to enter Mr. Atherstone's family, which W. has alluded to, the one groom, the other cook, he will give them employment. Mr. Atherstone is happy to have it in his power to acquaint Mr. and Mrs. Stone that their son William is a very good boy, and that he has enjoyed very good health since his arrival in the colony.

It appear this letter has been mislaid for several months, and is only now discovered.  
10th December, 1834, Graham's Town.

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Sweet Milk Fountain, April 27, 1834.

DEAR FATHER AND MOTHER,

I have taken the first opportunity of writing to you, hoping these few lines will find you both in good health as it leaves me at this time, thank God for it.



I arrived here in safety and was engaged to a gentleman of the name of Mr. Daniel, of Sweet Milk Fountain, to learn to be a farmer ; I find myself very comfortable, I get every thing that is comfortable, clothes and food in plenty, meat is very cheap and I get plenty. I am head butler already, and I expect soon to be steward, then I shall get on ; I never wish to come back only to see you both, which will be some years first. I shall say no more at this time, but remain your dutiful Son,

JAMES GOSLING.

Direct to me at Mr. Daniel, Sweet Milk Fountain, Albany, South Africa.

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Church Square, Cape Town.

DEAR SIR,

I cannot let this opportunity pass without communicating to you my happiness. The bearer of this is a sailor, W. Wallace, belonging to the vessel I came out in, he is a man of great civility and good nature, he behaved in the kindest manner to me on board, he let me mess with him, and supplied me with tea, (we were not allowed tea, which some experienced the

want of, during all the voyage) which was a great comfort particularly during the time of sea-sickness. I think it my duty to let you know every particular concerning me, as you were the friend that procured for me such happy prospects. Dr. Phillips continues very kind to me; he sends me to school every morning, and when my hand writing is improved I shall be employed in writing for him. I am very comfortable and like the Cape very much; while the poor Londoners are glad to get almost any thing to eat, we have nothing but the best joints, which ought to make us most grateful.

If you have not written already, pray write to me as soon as possible, as I am most anxious to hear from you, Sir, and I shall begin to think you have forgotten the poor boy you were so kind to. You can send any thing for me by taking it to the Missionary Society: remember me to Mr. Wright and all friends in England, and believe me,

Sir,

Your obedient Servant,

JAMES BAINES.

I should have written more, but the sailor is in haste.

Cape Town, August, 1834.

DEAR MOTHER,

I take this opportunity now offered of writing to you, and of informing you of my safe arrival here, after a voyage of eleven weeks.

I have, by the help of Providence, got a very good situation, where I have plenty of work, plenty to eat and drink, and a good bed to lay upon. My master keeps a very large hotel for passengers and gentlemen, and likewise a very large merchant's shop; my master and likewise all the rest of the people in my place are very kind to me. Thomas Lucy is in the same place as myself. Many of the boys who came out with me are learning to be farmers. You will be kind enough, my dear mother, to let my old schoolmaster know of my writing to you. You asked me before I left, to let you know when I arrived here, how articles sold; the following is a list of prices of various articles:—mutton, three halfpence per pound; beef, two-pence farthing; coffee, three-pence; sugar, four-pence half-penny; sugar and coffee have risen a great deal on account of a great hurricane in the Isle of France; rice, two-pence farthing a pound; half-quartern loaf, finest bread, four-pence half-penny; potatoes are very dear; all kinds of

fruit are here in abundance, and very cheap; wood and house rent are very dear.

Concerning Cape Town, the houses are generally well built and lofty, the streets wide, and a plentiful supply of water, which is a very essential article in Africa; the shops are numerous, and well stocked with merchandise; sales by auction are very frequent here; wearing apparel is very dear here; great numbers of vessels come here in summer, but the harbour is very dangerous in winter, from the north-west winds which drive the vessels on shore, and which prevail nearly all the winter: there has been five whales caught since I have been here. Be kind enough to let Mrs. Strange know, that her nephew Thomas Strange has arrived. I have not as yet heard of my uncle Seaward; your old friend, Mrs. Riggs, and her family, are here; her eldest daughter has gone as servant with a gentleman in Graham's Town. Wine and all other kinds of liquors are very cheap here.

I shall now conclude—give my kind love to my uncles and aunts, and to Mrs. Groom, and to Mr. Wright, and likewise Mrs. Yarley; my kindest love to both my sisters, and believe me my dear mother, to be

Your most affectionate and dutiful Son,  
PETER SEAWARD.

N. B. Write as soon as possible, as I want most anxiously to hear of your welfare, and direct, Peter Seaward, care of E. George, Esq., Cape Town, South Africa.

I beg pardon, please to give my duty to my blessed benefactors, Mr. Wood and Corall, and I return them my thanks for all favors.

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Campbell, in the province of New Brunswick, N. America.

November 4, 1835.

DEAR SIR,

I am in good health, thanks to the Lord, and I hope this will find you so.

According to your request, I write to inform you that I like this place well, and Mr. Dunkin is a good master. After a passage of six weeks and four days, we landed all in good health, at Chatham, about ninety miles below this place, and walked up. As to the climate, this summer has been much like it is in England, but the winters, I am informed are rigorously cold, but though cold, are very healthy, and the country abounds with excellent water.

As to the agricultural productions of the country, potatoes, oats, turnips, grass, clover, &c., grow well here; rye-barley and buck-wheat, grow well, but wheat only grows

middling, not producing more than ten-fold in general. The vegetation is very quick here, but owing to early frost, has not so much time to come to maturity as in Britain; the country in general is very woody, or in a wilderness state, and there is plenty of room for any that wish to emigrate from England; but any that comes here has a deal of hard work and privations to contend with, before they can be said to be comfortable, especially such as have no funds to assist them in the beginning.

Hawkins has run away from here; I am still with Mr. Dunkin as house servant; Mr. Dunkin tells me he is going to put me with a shoe maker this winter, to learn that trade, which is agreeable to my wishes; Hunter is farm servant, and Thomas is Blacksmith's servant. This letter is forwarded to you by Mr. Cormack, who has been my master this last two months.

Dear Sir, I am, with much respect,

Your very obedient Servant,

HENRY POTTER.

*Extract from a letter written by Miss L., Bath,  
to Capt. Thickness, dated 17th Feb.*

I have undertaken, at the request of Mrs. Taylor, the milk-woman, (whose nephews, Henry and Mark Bendall, you were so kind as to interest yourself in getting into the school at Hackney Wick,) to inform you that she has had a letter from the boys, dated Stanley, New Brunswick, North America, December 5th, 1836. They arrived on the 4th of June, after a passage of forty-seven days; they say, "we are happy, we are not exactly settled yet, for our master's house is not finished, but we are to be apprenticed to a carpenter, Mr. Foss. Give our love to Capt. Thickness, tell him we thank him for sending us to this fine country, where there is plenty to do if people will work." The boys then go on to urge their uncle and aunt to go out to this fine country where people may get work every day. Then they go on to mention the names of all their relations, "give our love to them, tell them they would do better here;" they then repeat, "we shall ever be indebted to Capt. Thickness for sending us here." I thought this would be information so grateful to you, that I could not refrain from taking up my pen.

## Cape of Good Hope.

MY DEAR MOTHER,

I write these few lines to you, hoping to find you in good health, as it leaves me at present, and I thank God for it; dear Mother, the reason I did not write before was because that when Mrs. Login's son brought the letter, he told me that I was not to write till he had seen me, but I have not seen him since, he has gone up the country, about twenty miles from the town; his master's name is Blankenbury, he is a very good master, and is a farmer. Dear Mother, I still remain with the same master, and attend church and Sunday school, and am very happy. Dear Mother, I have not seen my brother since I have been in Cape, but I hope I shall see him soon. Dear Mother, you told me that he had kept the Arab, and in your last letter you told me that he had sailed for China, Calcutta, and Madras, but you did not say on what ship he was. Dear Mother, I am bound for nine years, and have served two years and a half, but I do not mind it, for I have a good master and want for nothing. Dear Mother, on Sunday last, there came into the bay a steamer, this is the second one that has been here. Dear Mother, you required me to write



to my grandmother, but I shall soon write to her, I have not forgot her yet. Dear Mother, I have learned to speak Dutch very well, and I can make a few things in the confectionery, and have been a little way in the country, and it is very mild in some places, and is very rocky ; fruit is very plentiful and is very cheap. Dear Mother, give my best respects to Mr. and Mrs. Edwards, and tell them I am very thankful for their kindness. Dear Mother, give my best love to my brother James, and to all my aunts and uncles and cousins : give my best respects to Mrs. Hewet, and shall soon write to her : direct your letter as before, Grave Street, so no more at present. Dear Mother, may God bless you and all my friends and relations ; give my best respects to all inquiring friends ; no more to say at present, so I remain, your most affectionate Son,

JOHN BURKE.

No fears of little John.

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*Clover Valley, Groen Kloop, South Africa,*

Sept. 14th, 1836.

MY DEAR BROTHER,

Sincerely wishing this may find you in health and happiness, as it leaves me at present, I

must first apologize for not writing to you before, and now proceed to give you an account of my situation.

After a tedious voyage of more than three months we landed at Cape Town, where we was all well provided for; in about fourteen days myself and another (T. Pinner) was apprenticed to W. Duckett, Esq. a respectable English agriculturalist, situated in a delightful and healthy climate, and I am happy to say that the treatment we receive from our master and mistress is so good, every necessary and every comfort we can reasonably expect being daily provided for us, so that it would be unjust to make the least complaint.

Within the last six months two more apprentices have been added, besides which there are two Englishmen and an English schoolmaster on the estate, whose duty it is to attend to our religious instruction on Sundays, and assist our education and improvement, so that you may feel perfectly content at your brother's lot. Give my sincere thanks to my benefactor, (Mr. Craven); write to me soon as possible, and believe me your affectionate brother,

GEORGE FOX

## EXTRACTS FROM OTHER LETTERS.

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JOHN ELLIS—"I am very well, and have got good masters, their names are Messrs. Hart and Constoll, Tailors, and they are very good to me; nobody could have a better master than I have for an apprentice."

WILLIAM CAMPBELL—"I know it will be a great satisfaction to you and my dear Mother, to hear that I go on very happy in my business, and my master seeing my diligence, puts me forward, and encourages me in such a manner, that I have great delight in it, and hope that I shall answer in time your good wishes and expectations, and indulgence you have always shewn me."

FRANCIS EVERTON,—“I am very happy, I mean to follow industry as far as I can go.”

WILLIAM EVERTON.—“I am engaged to a gentleman, the name of Mr. Daniels, of Sweet Milk Fountain, to learn to be a farmer; I have

no reason but to respect my master and mistress. My mistress teaches me to write; I like the place, I wish you were both here. I feel happy as there is English people here who wish me well. I hope I shall be a good boy the remains of my life."

WILLIAM LAMBERT—"I like this place very well, it is a fine country. I was only in Cape Town fourteen days before I got with the service of a gentleman named Marry, who lives up the country, about two hundred miles from Cape Town."

CHARLES PHELPS—"I own I have been wild and wicked, and have often vexed my mother so that she has taken it to heart, I am afraid; but I do mean to amend, for it is never too late, and I hope she has forgiven me. I am living with one Mr. Hart, a baker, who does the most business of any in the town, and I am happy to say he has been very kind to me as yet. I have been with my master ten months, and can say I want for nothing; I have a belly full of food, and good clothing to wear, and pocket money besides. Give my kind thanks

to Mr. Shone, and tell him I am so obliged to him for getting me away from home."

GEORGE BURGESS—"I arrived at my place of destination on the 18th of December, and went to my master on the 20th; I have got a good master and mistress, who behave to me well, and my work is farming; 'most of my employ since I have been here, is shearing the sheep. I like the country very well."

## JUVENILE OFFENDERS.

MIDDLESEX SESSIONS, WEDNESDAY, DECEMBER 9th, 1846.

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Thomas Gardner, a little boy only seven years old, and standing 3 feet 10 inches in height, was found guilty of having picked the pocket of a lady on Westminster-bridge, on Monday last.

It appeared that a lady, in passing over the bridge, had had her attention attracted to three boys, of whom the prisoner was one, (the other two were much older,) by the sound of money falling. The prisoner picked it up and handed it to his companions, by whom a division appeared to be made. She then walked onwards, but had not proceeded more than 20 or 30 yards ere she was passed by a woman, who carried a basket on one of her arms, whilst on the other side of her she observed the prisoner walking, evidently closely watching her. The woman's attention was principally directed to the basket, and presently a puff of wind having blown her

gown aside, the little prisoner pushed his hand into her pocket, and ere he was able to release his arm she laid hold of him and retained her grasp until a policeman came up, when she gave him into his custody. The boy had fast clutched in his hand which had been in her pocket a shilling and three sixpences, all of which, of course, were at once claimed by the owner.

The learned judge, when the jury had pronounced their verdict of "Guilty," said,—“What could be done with this little child? It would be ruination to him to send him to a common prison. These scenes were positively heart-rending. Was he to pass over the cases of these children as though the fact of their being brought to that bar was to be regarded quite as a matter of course? Was he to change his nature, and so to steel his feelings against the claims and helpless condition of so small a creature as that now before the Court? What could be done with this child?”

A Juryman thought he should have been summarily convicted.

The learned Judge.—There was the error. What would the juryman say when he was informed, that in the year preceding the establishment of that tribunal several hundreds of

children had been summarily convicted without the world knowing anything at all about the cases, and, of course, without any benefit either to the prisoners or the public ensuing?

The juryman.—But it would save juries a great deal of trouble if it were done.

The learned Judge.—Would the juries, then, rather than devote a comparatively few hours, and put up with a little personal trouble occasionally, with the view to the amelioration and improvement of the condition of these children, wish that the old system of summary conviction should go on, and thereby continue to cast a heavy burden on the country at large?

Another juryman thought it was high time something was done with regard to these young criminals. There ought to be some alteration in the system.

The learned Judge.—No doubt there should ; but the alteration that was called for was in the law itself. A law was required that should affect their cases and condition, and so prevent the vast mass of increasing juvenile offenders. With regard to summary punishments, he could assure the juryman who had suggested that that method should be continued, that it had done endless mischief. It was only the



year before that tribunal had been established that there had been 1,600 cases where summary convictions had taken place of children between the ages of 7 and 15. All of these children had been thus sent to prison, from the police-court, without coming before a jury. Their circumstances were thus unknown, the world was altogether ignorant of their condition, or indeed of their conviction, and therefore nothing could be done to improve or ameliorate their condition. If the jury were to ask him whether he approved of such scenes as they painfully witnessed, as in the present instance of this mere baby, in that court every session, his reply was, that he did not. But even that was very far better than the system of summary conviction, where the child was sent to prison, and the world knew nothing of his case, or its causes; whilst, when he was brought before a jury, the matter became one for close inquiry, the circumstances and the condition of the child were ascertained, and the whole went out to the world; so that, in the end, doubtless something would be done for this class of offenders. It was manifest that things could not go on as they were. In the present session, as he had occasion to tell the grand jury on the preceding

day, he had a list of twenty-four children, whose ages did not exceed twelve, and there was at that moment one at the bar who was seven, and not more than 3 feet 10 inches high. Was it not heart-rending that such a baby must be sent to a common gaol?

The father and mother, both in the utmost distress, here rushed forward, and entreated the Judge to let them take the boy home. If his lordship would allow them to have him home, they would take care that he should never get into such trouble again. If he had done that which was wrong, they were sure it must have been at the instigation of other boys.

The learned Judge.—Yes, that was it, no doubt; for it was hardly possible to conceive that so mere a baby could of himself have arranged and committed this act. There were two older boys with him, and they had set him on to the commission of the act; but that was part of the system which was adopted. Here he had been laid hold of by two older boys, who had made him their tool. He was aware of the whole plan, for he had spent hour after hour in the prisons of the county, and had ascertained from many of the boys the manner in which they carried on their occupation. A little boy

was enlisted into the service of young but yet old thieves, who, upon the promise of a penny in some instances, would become an acting party. A theft was accomplished, and then the article stolen, if it was not money, was taken to certain persons who were in the habit of giving small sums for these things in the street. Such persons did not keep a shop, to which the boys were to go to them. These were the receivers of stolen property from boys, who usually spent the money so obtained in the purchase of gingerbread or some such thing, and at other times in going to the penny theatres.

The father again implored that he might take his child home. If he were permitted to do so he and his wife would adopt every means in their power to prevent him from again mingling with strange boys. Indeed, they would not let him go out alone.

The learned Judge.—Then let the responsibility rest, as in truth it ought to rest, upon the father of this child. There he was, not more than seven years old, a mere baby, convicted of having picked a pocket. There stood the parents, upon whom the whole responsibility of that child's behaviour, and future happiness in life depended. Do not let him be told, as he

had been, that there was a state for the children, and that the children ought to be sent to the state for correction. The parents had now sought to be allowed to have their child. They should have him, and on their heads rest the responsibility ; but they, with their child, must also take this warning, that if they did not keep such care over him as should prevent his being brought again to a criminal bar, and; by their neglect, he was brought to that bar, they might rely upon it that they would never see that child again. The sentence of the Court was, that the boy be imprisoned one hour, and then delivered into the care of his father.

The parents having thanked his Lordship quitted the court with countenances that betokened the removal of an overwhelming load from their minds.

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The following letter was written by a little girl, who, at eleven years old, was a street-sweeper in Brook Street, and had been twice in Newgate at that early age.

Graham's Town, April 3rd, 1837.

MISS,

I RECEIVED your letter on the 23d of February 1837. I have sent a bird caled the Lowry by Mrs. Wilams of the engineers for you Miss, which I hopes you will accept from me, and also I have got a caffer snuff box made from the sea been for Lady Gourg Murray, which the bird and box I got on my taravles to the Winterbourne and the Boutybuck Flats, we have been all round that part of the country, we spent Christmas eve at Clipplats river whear we had a caffer dance, this party of caffers was at Deaffreeity and the saw us out spand, and the came to us as for something to eat and we gave them a good dinner, the dance and was very merry all knight, then the went next moring the went but we had to give them plenty of tobacco, then Christmas moring we got on to the Boutybuck Flats whear we seen thou-

sands of the Neuwns and Boutybuck, Blasbuck Springbuck quagua, the quaguas are like a donky in shape but all black and red stripe black mane and tail, then we got to the Loyons den and got Christmas dinner ready, Mutton roasted on a ramrod and plenty of pancakes and ricepuding and plumcake and fish and belltounge fine soups and sausages, and we had our cows sheep oxen tow waugens and tow tent and about 28 of us alltogether. Mrs. Selwyn Mrs Lines Captn Selwyn Coll Lines Captn Sutton Mrs. Pilstone, that was the Gentlemen and Ladys, we was three days thear with out seeing any person in the Loyen den it is cominley calld wingfoglogleybourg, from that he went to Shilow to the Micheneres, the tambouke School and thear we saw the tambouke Children learing thear lesson, it was very interresing for it a beutiful lanuage, we went round about tow thousand miles, thear is the most bautiful mounteins, it is a delightful country, the farther we went the more bautiful we found it, we was three weeks travleing like gispes, we are in the castle, it has been crisend Selwyn Castle with a grand dejuné A La Fourchette, it lasted from 12 Oclock till one the next moring, there was 1020 pouples. Sarah

R— is not marreid yet but she will be marreid on Saturday the 8th which is her Birthday, she has been to Cape Town to see her mother, she has been back about three weeks, she left her mother in very bad health. I took the little sele of the note so cearful and I have got it in my box, if you please Miss to rember me to Miss Willbrouham I thank her kindness. No more at pressent from your humble Servent and Stewart

MARY ANNE.

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*Extract from Major Selwyn's letter in 1839 ;  
dated Graham's Town.*

“Mary Anne —— is engaged to marry a very superior young man; he writes an excellent hand, understands surveying, plan drawing, and sketching ground, in short he would make a very handsome income if he was out of the corps, he is also highly principled, and I shall promote him whenever I have an opportunity.”

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A Lady\* who, from situation and character, as well as from a long residence at the Cape, is particularly qualified to form a correct opinion respecting individuals and circumstances in that colony, has lately made the following communication. The affairs of the Society were sure to be conducted with discretion, mercy, and philanthropy, while under the hands of such men as Mr. Fairbairne, Mr. Watermeyer, and Dr. Philip, who formed the committee for receiving and placing out the emigrant children. I know they have in many instances enforced the rules concerning school, church going, clothing, &c., on the Boers and up-country masters, who had hired some of these lads; and I have myself known several of the children embarked in the fair struggle of life, some with faithful masters, and others under the reverse—some turning out well, and others defying all efforts for their improvement. Facts can of course be found to support both sides of the question.

\* Lady Herschel.

THE END.











